**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 6 Week 4 Story Title: Two Bad Ants**

**Monday**- Use TE DI -32- 1) Preteach Phonics- Multisyllabic Words Using Affixes. Tell students that prefixes & suffixes can be added to base words. Write *unselfish.* Ask: *What is the base word in unselfish? (self) What word part do you see at the beginning of unselfish? (the prefix “un”) What word part do you see at the end of unselfish? (the suffix “ish”) When you come to a longer word, look closely for a prefix, a suffix, or both. You can divide the word & look at each word part; then the word becomes much easier to read.* Model blending unselfish. 2) Preview Decodable Reader 29: *The Disappearing Act-* Read/discuss words: Review the words on Decodable Reader pg 105; discouraged, remarkable, unacceptable, recalled, impossibly, uncomfortable, ownership, misbehaved, squirmed, & refreshments. Discuss the meaning of the words, too. 3) Preview Decodable Reader 29 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 29 orally to the students for fluency.

**Tuesday**- Use TE DI-34- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: crystal, disappeared, discovery, goal, journey, joyful, scoop, & unaware. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *whirlpool* & model how to use meaningful word parts to read it. Say:  *first I ask myself if I see any parts I know. I see whirl at the beginning of the word & pool at the end. I know that whirl means “to spin” & that a pool is a place where there is water. So I think a whirlpool is spinning water.* Continue with words: delicious, departed, surrounded, twilight, anxiously, echoing, delicate, unnatural, hovered, & violently. 3) Choral/Echo read typed version of Decodable Reader 29 for fluency practice. 4) Highlight Spelling Patterns from Monday’s lesson. 5) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-36, pgs 363 & 367- 1) Target Skill-Plot/Theme- Discuss the meaning, examples, & clue words from pg TE DI-36 & pg 354 & 363. 2) Target Strategy-Visualize- review pg 354. Also reread pg 367 to review Visualize. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 29- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 29- Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.